

PARCC CAMPUS LEADERSHIP TEAM
MATRIX TO HELP IDENTIFY ESSENTIAL CORE COMPETENCIES & EVIDENCE FOR COLLEGE-LEVEL ENGLISH I

DIRECTIONS TO PARCC CAMPUS LEADERSHIP TEAMS:

All two- and four- year colleges in Louisiana are currently addressing the following outcome, progress indicator, and activities as higher education works with PK-12 education to successfully implement the Common Core State Standards and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in the future.

Outcome: Statewide definition of “college readiness.”

Progress Indicator: *All two- and four-year institutions plus K-12 partners will reach consensus on a listing of competencies for a statewide definition of “college readiness” for English I and College Algebra by July 1, 2012.*

PARCC Campus Leadership Team Activities:

- Receive a matrix from the State Lead that contains a list of common Statewide Course Descriptors for English I, a list of core competencies for PARCC assessments, and examples of evidence of mastery.
- Review the matrix and reach consensus on a set of core competencies and evidence in mathematics reflected in the CCSS that signal that a student is on-track to be college-ready.
- Submit a set of core competencies and types of evidence to the State Lead.
- Participate in a state meeting to reach consensus on core competencies and college-readiness standards (e.g., evidence) acceptable to all college and universities within Louisiana.

This document contains a matrix for PARCC Campus Leadership Teams to use to start discussions about important core competencies that high school students should possess as they exit high school and enter College Algebra courses. The matrix provides an overview of the Common Core State Standards and an overview of ACT expectations in similar content areas. The matrix also identifies course descriptors that have been agreed upon by all technical colleges, community colleges, and universities in Louisiana that offer College Algebra courses. PARCC Campus Leadership Teams should do the following:

First, use the matrix and the following two documents to identify important core competencies that a high school student should exhibit on a PARCC assessment that would indicate that the high school student has a 75% likelihood of achieving a C or better (50% chance of a B or better) without need for remediation in a college-level credit-bearing English I course. The matrix contains information found within the following two documents.

- CCSS English Language Arts Document: *Common Core State Standards for English Language Arts* (http://www.doe.state.la.us/topics/ccss_ela.html)
- ACT Document: *College Readiness Standards for Explore, Plan, and ACT* (<http://www.roe13.k12.il.us/services/KeriKorn/CRS.pdf>)

An additional document that teams may want to use is entitled: *The Alignment of the Common Core State Standards and ACT’s College and Career Readiness System*. The document can be found at the following URL: <http://www.act.org/commoncore/pdf/CommonCoreAlignment.pdf>. Teams may also use other documents.

Second, identify the 10-20 essential core competencies that would indicate that a high school student has a 75% likelihood of achieving a C or better (50% chance of a B or better) without need for remediation in a college-level credit-bearing English I course. List the essential core competencies on the form found in Appendix A. In addition, identify evidence that could be found on a PARCC assessment that would indicate that the high school student exhibits the core competencies at the necessary proficiency level for success.

Third, submit the form in Appendix A to Jeanne Burns (Jeanne.burns@la.gov) at the Louisiana Board of Regents by April 30, 2012. Documents from all campuses will be examined and a set of 10-20 core competencies and evidence will be created for a discussion that will occur when all PARCC Campus Leadership Teams attend a statewide meeting during June 2012.

DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL **ENGLISH I**

Potential Core Competencies for High School English Language Arts		Core Competencies on a PARCC Assessment that Would Indicate that a High School Student has a 75% Likelihood of Achieving a C or Better (50% Chance of a B or Better) Without Need for Remediation in a College Level Credit-Bearing English I Course	Draft BoR Statewide Descriptors for College-Level Credit-Bearing English I Course
Common Core State Standards Overview Reading Standards for Literature – Grades 11-12 (See page 37 of CCSS English Language Arts Document)	ACT Standards Reading: Main Idea and Author's Approach; Supporting Details; Sequential, Comparative, and Cause-Effect Relationships, Meaning of Words; & Generalizations and Conclusions (See pages 20-21 of ACT Document)		
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <p>Craft and Structure</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and 	<p>ACT 16-19</p> <p>Main Idea and Author's Approach</p> <ul style="list-style-type: none"> Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives <p>Supporting Details</p> <ul style="list-style-type: none"> Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage <p>Sequential, Comparative, and Cause-Effect Relationships</p> <ul style="list-style-type: none"> Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives <p>Meaning of Words</p> <ul style="list-style-type: none"> Use context to understand basic figurative language <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages <p>ACT 20-23</p> <p>Main Idea and Author's Approach</p> <ul style="list-style-type: none"> Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages <p>Supporting Details</p> <ul style="list-style-type: none"> Locate important details in uncomplicated passages Make simple inferences about how details are used in 		<p>Focus on:</p> <ul style="list-style-type: none"> Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; Writing as a process, audience awareness; and Writing effective essays.

<p>one play by an American dramatist.)</p> <ul style="list-style-type: none"> • Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • By the end of grade 11, read and comprehend literature, include stories, dramas, and poems, at the grade 11-CCR text complexity band , with scaffolding as needed at the high end of the range. • By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. 	<p>passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships</p> <ul style="list-style-type: none"> • Order simple sequences of events in uncomplicated literary narratives • Identify clear relationships between people, ideas, and so on in uncomplicated passages • Identify clear cause-effect relationships in uncomplicated passages <p>Meaning of Words</p> <ul style="list-style-type: none"> • Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> • Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages • Draw simple generalizations and conclusions using details that support the main points of more challenging passages 		
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DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL **ENGLISH I**

Potential Core Competencies for High School English Language Arts		Core Competencies on a PARCC Assessment that Would Indicate that a High School Student has a 75% Likelihood of Achieving a C or Better (50% Chance of a B or Better) Without Need for Remediation in a College Level Credit-Bearing English I Course	Draft BoR Statewide Descriptors for College-Level Credit-Bearing English I Course
Common Core State Standards Overview Reading Standards for Informational Text – Grades 11-12 (See pages 40 of CCSS English Language Arts Document)	ACT Standards		
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). • Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	See information in other sections.		<p>Focus on:</p> <ul style="list-style-type: none"> • Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; • Writing as a process, audience awareness; and • Writing effective essays.

<ul style="list-style-type: none">• Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).• Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none">• By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.• By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.			
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DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL **ENGLISH I**

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Common Core State Standards Overview Writing Standards – Grades 11-12 (See pages 45-47 of CCSS English Language Arts Document)	ACT Standards Writing: Expressing Judgment; Focusing on the Topic; Developing a Position; Organizing Ideas, & Using Language (See pages 34-35 of ACT Document)		
<p>Text Types and Purposes</p> <ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, resolved over the course of the narrative. 	<p>ACT 11-12 (Writing Test)</p> <p>Expressing Judgment</p> <ul style="list-style-type: none"> Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion Show understanding of the complexity of the issue in the prompt by <ol style="list-style-type: none"> examining different perspectives, and/or evaluating implications or complications of the issue, and/or posing and fully discussing counterarguments to the writer's position <p>Focusing on the Topic</p> <ul style="list-style-type: none"> Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay Present a critical thesis that clearly establishes the focus on the writer's position on the issue <p>Developing a Position</p> <ul style="list-style-type: none"> Develop several ideas fully, using specific and relevant reasons, details, and examples Show effective movement between general and specific ideas and examples <p>Organizing Ideas</p> <ul style="list-style-type: none"> Provide unity and coherence throughout the essay, often with a logical progression of ideas Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas Present a well-developed introduction and conclusion <p>Using Language</p> <ul style="list-style-type: none"> Show effective use of language to clearly communicate ideas by <ol style="list-style-type: none"> correctly employing most conventions of standard English grammar, usage, and mechanics, with just 		<p>Focus on:</p> <ul style="list-style-type: none"> Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; Writing as a process, audience awareness; and Writing effective essays.

<p>tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	<p>a few, if any, errors</p> <ul style="list-style-type: none"> b. using precise and varied vocabulary c. using a variety of kinds of sentence structures to vary pace and to support meaning 		
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<ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”). <p>Range of Writing</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 			
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DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL **ENGLISH I**

Potential Core Competencies for High School English Language Arts		Core Competencies on a PARCC Assessment that Would Indicate that a High School Student has a 75% Likelihood of Achieving a C or Better (50% Chance of a B or Better) Without Need for Remediation in a College Level Credit-Bearing English I Course	Draft BoR Statewide Descriptors for College-Level Credit-Bearing English I Course
Common Core State Standards Overview Speaking and Listening – Grades 11-12 (See pages 51 of CCSS English Language Arts Document)	ACT Standards		
Comprehension and Collaboration <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	See information in other sections.		Focus on: <ul style="list-style-type: none"> Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; Writing as a process, audience awareness; and Writing effective essays.

<ul style="list-style-type: none"> • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) 			
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DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL ENGLISH I

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Common Core State Standards Overview Language – Grades 11-12 (See pages 55 of CCSS English Language Arts Document)	ACT Standards English: Topic Development in Terms of Purpose and Focus; Organization, Unity, and Coherence; Word Choice in Terms of Style, Tone, Clarity, and Economy; Sentence Structure and Formation; Conventions of Usage; & Conventions of Punctuation (See pages 4-7 of ACT Document)		
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. <p>Knowledge of Language</p> <ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a 	<p>ACT 16-19</p> <p>Topic Development in Terms of Purpose and Focus</p> <ul style="list-style-type: none"> Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay <p>Organization, Unity, and Coherence</p> <ul style="list-style-type: none"> Select the most logical place to add a sentence in a paragraph <p>Word Choice in Terms of Style, Tone, Clarity, and Economy</p> <ul style="list-style-type: none"> Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay <p>Sentence Structure and Formation</p> <ul style="list-style-type: none"> Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence <p>Conventions of Usage</p> <ul style="list-style-type: none"> Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i> <p>Conventions of Punctuation</p> <ul style="list-style-type: none"> Provide appropriate punctuation in straightforward 		<p>Focus on:</p> <ul style="list-style-type: none"> Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; Writing as a process, audience awareness; and Writing effective essays.

<p>sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression 	<p>situations (e.g., items in a series)</p> <ul style="list-style-type: none"> • Delete commas that disturb the sentence flow (e.g., between modifier and modified element) <p>ACT 20-23</p> <p>Topic Development in Terms of Purpose and Focus</p> <ul style="list-style-type: none"> • Identify the central idea or main topic of a straightforward piece of writing • Determine relevancy when presented with a variety of sentence-level details <p>Organization, Unity, and Coherence</p> <ul style="list-style-type: none"> • Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>) • Decide the most logical place to add a sentence in an essay • Add a sentence that introduces a simple paragraph <p>Word Choice in Terms of Style, Tone, Clarity, and Economy</p> <ul style="list-style-type: none"> • Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”) • Use the word or phrase most consistent with the style and tone of a fairly straightforward essay • Determine the clearest and most logical conjunction to link clauses <p>Sentence Structure and Formation</p> <ul style="list-style-type: none"> • Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) <p>Conventions of Usage</p> <ul style="list-style-type: none"> • Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for, appeal to</i>) • Ensure that a verb agrees with its subject when there is some text between the two <p>Conventions of Punctuation</p> <ul style="list-style-type: none"> • Use commas to set off simple parenthetical phrases • Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) 		
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DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL **ENGLISH I**

Potential Core Competencies for High School English Language Arts		Core Competencies on a PARCC Assessment that Would Indicate that a High School Student has a 75% Likelihood of Achieving a C or Better (50% Chance of a B or Better) Without Need for Remediation in a College Level Credit-Bearing English I Course	Draft BoR Statewide Descriptors for College-Level Credit-Bearing English I Course
Common Core State Standards Overview Reading Standards for Literacy in History/Social Studies – Grades 11-12 (See pages 61 of CCSS English Language Arts Document)	ACT Standards		
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). • Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • Integrate information from diverse sources, both 	See information in other sections.		<p>Focus on:</p> <ul style="list-style-type: none"> • Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; • Writing as a process, audience awareness; and • Writing effective essays.

<p>primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none">• By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.			
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DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL **ENGLISH I**

Potential Core Competencies for High School English Language Arts		Core Competencies on a PARCC Assessment that Would Indicate that a High School Student has a 75% Likelihood of Achieving a C or Better (50% Chance of a B or Better) Without Need for Remediation in a College Level Credit-Bearing English I Course	Draft BoR Statewide Descriptors for College-Level Credit-Bearing English I Course
Common Core State Standards Overview Reading Standards for Literacy in Science and Technical Studies – Grades 11-12 (See pages 62 of CCSS English Language Arts Document)	ACT Standards		
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>. • Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 	See information in other sections.		<p>Focus on:</p> <ul style="list-style-type: none"> • Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; • Writing as a process, audience awareness; and • Writing effective essays.

<ul style="list-style-type: none">• Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none">• By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.			
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DISCUSSION DOCUMENT FOR PARCC CAMPUS LEADERSHIP TEAMS – CORE COMPETENCIES & EVIDENCE FOR SUCCESS IN COLLEGE-LEVEL **ENGLISH I**

Potential Core Competencies for High School English Language Arts		Core Competencies on a PARCC Assessment that Would Indicate that a High School Student has a 75% Likelihood of Achieving a C or Better (50% Chance of a B or Better) Without Need for Remediation in a College Level Credit-Bearing English I Course	Draft BoR Statewide Descriptors for College-Level Credit-Bearing English I Course
Common Core State Standards Overview Writing Standards for Literacy in History/Social Studies, Science, and Technical Studies (Grades 11-12) (See pages 64-65 of CCSS English Language Arts Document)	ACT Standards		
Test Types and Purposes <ul style="list-style-type: none"> Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, 	See information in other sections.		Focus on: <ul style="list-style-type: none"> Introducing students to the critical thinking, reading, writing, and rhetorical skills required in the college/university and beyond, including citation and documentation; Writing as a process, audience awareness; and Writing effective essays. <p>;</p>

<p>concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 			
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<ul style="list-style-type: none">• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.• Draw evidence from informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none">• Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

APPENDIX A

TEN TO TWENTY ESSENTIAL CORE COMPETENCIES AND EVIDENCE FOR COLLEGE-LEVEL **ENGLISH I****Directions:**

Based upon your PARCC Campus Leadership Teams' discussions about core competencies, please identify the 10-20 **essential** core competencies that should be measured on a PARCC assessment that would indicate that a high school student has a 75% likelihood of achieving a C or better (50% chance of a B or better) without need for remediation in a college-level credit-bearing **English I** course. In addition, identify evidence that could be found on a PARCC assessment that would indicate that a high school student exhibits the core competencies at the necessary proficiency level for success.

#	Essential core competencies that should be measured on a PARCC assessment that would indicate that a high school student has a 75% likelihood of achieving a C or better (50% chance of a B or better) without need for remediation in a college-level credit-bearing English I course.	Evidence that could be found on a PARCC assessment that would indicate that a high school student exhibits the core competencies at the necessary proficiency level for success.
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Once completed, a copy of this form should be submitted to Jeanne Burns (Jeanne.burns@la.gov) at the Louisiana Board of Regents by April 30, 2012.